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Serious difficulties are the amount of grammar, however good, and the compelling of pupils to work out their own paradigms—a loss of effort in work so purely memoriter as first-year Latin. In detail, fault might be found with the absence of paradigms for adjectives in Lesson III, the formation of the comparative, the treatment of the superlative, the short list of irregular adjectives, the rule for degree of difference and the informality of the ablative of specification (a footnote). *Mille*, which can be either noun or adjective in the singular, is classed as adjective only. The rule for declension of the hundreds, and for formation of comparatives of adverbs, are needlessly complex. Too few adverbs are compared. The subjunctive and infinitive are without complete paradigms, except those of endings in “Forms” near the back of the book. Unnecessary detail is given to the uses of *cum*.

For a new book, the number of errors is remarkably small: p. 56, *Rōmānī* . . . . *Rōmānōs superābant*; p. 64, *pācem diutūrnū* . . . . *nōn tolerābat*; p. 107, *saepe* instead of *saepe*.

The paper, printing, and binding are good, and there are illustrations of merit showing Gallic as well as Roman scenes. The volume, one of the Gildersleeve-Lodge Latin Series, is attractive and deserves the attention of teachers, if not at once to place in the hands of classes, at least as an excellent volume of information to supplement the text in use.

*A Help for Latin Students.* By E. G. HILL. Seattle: C. W. Lee, 1905.

I heartily recommend this little handbook for Latin students. The idea of putting case endings of nouns and adjectives, and mode and tense endings of verbs, in red ink is excellent. Under the topic “Common Noun and Verb Constructions” are references to the Harkness, Bennett, and to both editions of the Allen and Greenough *Latin Grammars*. A vocabulary shows the relation and meaning of words from roots used by Caesar ten times. The important points of grammar are shown in a way likely to interest the student more strongly than an ordinary grammar can do. Its field is that of a grammar for elementary students, not that of a textbook.

LOUIS M. SEARS

JOLIET TOWNSHIP HIGH SCHOOL  
Joliet, Ill.

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*English Grammar for Beginners.* By JAMES P. KINARD. New York: The Macmillan Co., 1906. Pp. x+256. \$0.50.

*The Elements of English Grammar.* By ALBERT LE ROY BARTLETT and HOWARD LEE MCBAIN. New York: Silver, Burdett & Co., 1906. Pp. viii+345. \$0.60.

The revival of interest in the teaching of English grammar in the seventh and eighth grades is still productive of new texts. There is so little that is new or that marks an advance over other books that there seems to be no excuse for the appearance of the latest comers, except the need of the publishers to have a complete list.

Mr. Kinard's *Grammar for Beginners* omits all but the most obvious facts of the subject. So far has the attempt to simplify been carried that the pupil is in danger of getting half-knowledge which his high-school teacher must cause him painfully to unlearn. Although much is made of the inductive mode of treatment, the old-fashioned order is followed and the study of the sentence placed after the parts

of speech. The index is incomplete; the word "clause," for example, does not appear in it.

*The Elements of English Grammar*, by Bartlett and McBain, completes the series of the Silver Language Series by these authors. The preface claims nothing new for the book except its pedagogy. While not new, the pedagogy is sound enough and in harmony with the practice of many grammar-grade teachers. Part I treats "The Sentence and Its Structure;" Part II, "The Parts of Speech;" Part III, "Composition." Oddly enough, the natural order of topics is reversed in the lessons on composition, "Choice of Words" being placed first and "The Whole Composition," with "Letter Writing," last.

The book, as a whole, is sufficiently exhaustive for the strongest grammar schools and might well be used in the high school. The authors have wisely refrained from inventing new and fantastic terminology, and hence no impediments have been placed in the way of the pupil who will later study Latin or German. The matter for illustration has been well chosen, and the emphasis upon constructive work is properly placed.

Typographically the book is excellent. Logical subordination of subordinate topics has been carefully indicated, and there is none of that bewildering multiplicity of chapter headings which too often appears in textbooks for the lower schools.

JAMES F. HOSIC

CHICAGO NORMAL SCHOOL

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*Atlas of Physiology and Anatomy of the Human Body.* A series of colored plates with parts overlaid to show dissections. By ALFRED MASON AMADON. Boston: Little Brown & Co. Pp. 50. \$3.50.

This atlas of the human body contains one sixteen-inch plate with parts overlaid to show (1) the viscera, respiratory, and urinary organs; (2) the muscles; (3) skeleton, front and back; (4) blood-vessels and nerves; with seven separate, additional plates of (1) the head and neck, showing (a) the skeleton of the face, (b) muscles, vessels, and nerves, (c) longitudinal section through the head, (d) the skull, (e) the parts of the brain; (2) the upper respiratory organs; (3) the tooth; (4) the organs of digestion; (5) the ear; (6) the eye; (7) the nose. The structural parts are well executed, with their marginal limits plainly marked. The plates are accompanied by explanatory text, with pages arranged in double column. The first column gives the name and location of organs and their structures, and the second column describes their nature and function. The whole is clear and concise, and should render distinct service in assisting students to gain clear ideas as to the organs and structures of the human body—their location, character, and functions.

I. B. MEYERS

UNIVERSITY OF CHICAGO  
School of Education